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ABSTRACT

A functioning consortium, consisting of five secondary high schools, one junior college, and two area vocational centers, was developed during a project to formulate a regional rural secondary school model for high technology program planning and development. Other major accomplishments of the project included the following: (1) initiation of staff and curriculum development in the areas of information processing and principles of technology; (2) formation of linkages between the academic and vocational areas; (3) development of policies for vertical and horizontal articulation; (4) development of a computerized individualized career plan; (5) formulation of a set of goals; and (6) an agreement on the part of all consortium members to continue to share resources and pursues staff development efforts. (Appendixes to this report contain a newsletter published by the Center for New Technology Education; operational guidelines; and a report on the status of the regional delivery system's information processing curriculum, which includes a completed task list, completed behavioral objectives, and draft versions of learning activities and evaluation instruments.) (MN)

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Final Report Abstract Format

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Official Project Title: A Regional Rural Secondary School Model for High Technology Program Planning and Development - DeKalb, Illinois

Department of Adult, Vocational and Technical Education Funding Agreement Number: R-99-X-0313-500

Project Director: John Cassani; Project Coordinator: Barbara Dopp

Funded Agency: DeKalb Community Unit School District #428

Location of Funded Agency: 145 Fisk Avenue, DeKalb, IL 60115

Time Period Covered: July 1, 1984 - June 30, 1985

Major Accomplishments of the Project:

1. A functioning consortium developed, consisting of five secondary high schools, one junior college, and two area vocational centers.
2. Staff development and curriculum development in the areas of information processing and Principles of Technology has been initiated.
3. Linkages between the academic and vocational areas have occurred through the technical writing and technical math courses and Principles of Technology.
4. The consortium continues to articulate vertically and horizontally.
5. The development of a computerized ICP has been completed and will be pilot-tested in consortium schools during the coming fall semester.
6. A set of goals common to consortium members was identified and included in individual 1 and 5-year plans submitted for approval for FY 86.
7. An agreement to continue to share resources and pursue staff development opportunities as a consortium was made by consortium members.

Potential Impact on Vocational Education:

The Northern DeKalb County Consortium has developed a formal organizational structure that has operated successfully during the past year. A major outcome of the year's efforts has been an information processing curriculum and the involvement of schools in the Principles of Technology program. The dissemination of the processes and structures created by the consortium could, in fact, be transportable and, in so doing, make a significant impact on vocational education in Illinois.

Products Delivered: (Indicate titles, types, quantity, recipients and date of delivery)

- Freshman Computerized Individualized Career Plan
- Objectives, Tasks, Student Learning Guides, Information Processing
- Satellite DISH Program
- Principles of Technology implementation plan
- Inception: Initiation of integration of core and academic curriculum

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4. Body of the Report

C. Paid Participants

John Cassani
Director of Special Projects
DeKalb Community Unit School District #428
145 Fisk Avenue
DeKalb, Ill 60115

Mr. Cassani is currently Director, Office of Special Projects, as well as Director of Vocational Education for the DeKalb Schools. Mr. Cassani has been an educator for the past 24 years and holds degrees in Educational Administration, Guidance and Counseling, and Industrial Education. He has also directed numerous State Board of Education-funded projects.

Dr. Barbara K. Dopp
Project Coordinator
DeKalb High School
145 Fisk Avenue
DeKalb, Ill 60115

Dr. Dopp has over ten years' experience in education, with a Master's degree in Education and a doctorate in Educational Administration. Dr. Dopp has been very active in numerous state organizations and committees and has served as a lead person in the areas of health education, evaluation, and curriculum development. She has also been very involved with staff development efforts across the state.

Wayne Studniarz
CableSat, Inc.
114 Ebbesen Drive
DeKalb, Ill 60115

Mr. Studniarz is an expert on satellite television and satellite receivers. He acted as a consultant to Project DISH. Mr. Studniarz manages a local cable TV system as well as being a retailer for satellite receivers.

Walter Wernick
Professor of Education
Gabel Hall
Northern Illinois University
DeKalb, Ill 60115

Dr. Wernick, Professor of Education, Northern Illinois University, specializes in career education and more recently in

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international programming. Dr. Wernick acted as a consultant to the project relative to the Educators-in-Industry program. He served as the university liaison for the program and was lead teacher for the EII program.

Janice Higgins
Administrative Assistant
DeKalb Community Unit School District #428
145 Fisk Avenue
DeKalb, Ill 60115

Mrs. Higgins is the Administrative Assistant and acted as part-time person assisting in the areas of budget management, report writing, duplicating, and correspondence.

Mary Kay Popyk
13 Royal Crest Drive, Apt. 12
North Andover, Mass. 01845

Ms. Popyk conducted a workshop for consortium teachers in the area of Information Processing. Ms. Popyk is nationally known for her work with McGraw Hill Company, and has consulted world-wide in numerous areas of business education. She has recently completed a book on information processing.

Gail Modlin
McGraw Hill Company
New York, NY

Ms. Modlin presented a workshop for consortium teachers in the area of information processing during the summer workshop of 1984. Ms. Modlin is Director of Shorthand, Typing, and Communications at McGraw Hill. She is nationally known for her work in the field of business education and has served on numerous national committees concerning the development of competency-based education in the area of business education.

Dr. LLoyd Thompson
Professor
Western Illinois University
Macomb, Ill

Dr. Thompson presented numerous in-service workshops during the year to business educators in consortium schools. Dr.Thompson is known internationally for his expertise in electronics and his work with microcomputers. He holds numerous patents for the software and materials that he has developed during the years.

Janice Owens
Business Educator
Kishwaukee College
Malta, Ill

Janice presented a workshop on Data-Based Management to consortium school members. Janice has developed numerous instructional materials in the areas of business education.

Charles Endress
Stephenson Area Career Center
Pearl City Road
Freeport, Ill

Mr. Endress facilitated the Principles of Technology workshop during June of 1985. Mr. Endress has expertise in the areas of physics and administration. He has also been very active in the Principles of Technology program, serving as a leader in the State of Illinois efforts in this area.

Dr. Charles Pennel
Professor, Department of English
Northern Illinois University
DeKalb, Ill

Dr. Pennel facilitated and presented a workshop to vocational and academic area teachers to help them develop an action plan to improve technical writing. Dr. Pennel is considered an expert in this area and has published numerous articles in this area. He has also served as a consultant to the Houston Teacher Evaluation Project.

Dr. Peter West
Assistant Director of the Learning Lab
Northern Illinois University
DeKalb, Ill

Dr. West is an expert in the area of satellite delivery of educational programs and served as a consultant to the Project Dish efforts in helping to develop a plan for in-service and selection of equipment.

Mike Shane
Computer Educator
Genoa-Kingston High School
Genoa, Ill

Mr. Shane has been involved with the development of the ICP since its early stages. He has completed all the programming of the

ICP , that enables all schools to have a copy of the first computerized regional ICP.

D. Resource Listing: Material Resources

Personal Computing
High Technology
Wall Street Journal
InfoWorld
The SOURCE
National Center for Research in Vocational Education
Education Commission for the States Report
Career Guidance Pamphlets - High Technology Careers
Foundation News
Teleconferencing Directory
Wordstar Made Easy
Technical Writing
SAT Guide
The Race We Dare Not Lose (slide/tape presentation)
Business Mathematics
No Better Way to Teach Writing
Technical Math
Business Mathematics
Handbook for Developing Competency-Based Training Programs
Practical Shop Mathematics
Instructional Delivery Programs
Teleconferencing and Electronic Communication Two

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2. Human Resources

FACULTY INTERDISCIPLINARY COMMITTEE

Mid-Valley Vocational Center

Director-----Harvey Bos
Counselor----Jack Irwin
Teacher------Michael Maher, Auto Mechanics
Teacher------Pam Kuzlik, Data Processing

Sycamore High School

Principal----Dominic Marchiando
Counselor----Don Clayberg
Teacher------Bob Hellmuth, Business Education
Teacher------Marian Baker, Home Economics
Teacher------Sally Valette, Foreign Languages

DeKalb High School

Principal----Paul Leathem
Counselor----Terry McCoy
Teacher------Joe LoCascio, English
Teacher------John Toles, Science
Teacher------Jim Nies, Graphic Arts
Teacher------Jim Kunkel, Business Education

Hiawatha High School

Principal-----Lee Fabri
Counselor-----Duane Krueger
Teacher-------Cecelia Harder, Mathematics
Teacher-------Yvonne Doggett, Business Education

Genoa-Kingston High School

Principal-----David Burrows
Counselor-----Julenne Davey
Teacher-------Joanne Burrows, Home Economics
Teacher-------Wayne Way, Industrial Arts

Indian Valley Vocational Center

Director---Philip Colgan
Counselor--Hal Masoncup
Teacher----Mary Waters

Kishwaukee College

Associate Dean of Instruction---Larry Johansen
Dean of Student Services--------Larry Apperson
Taecher---Ernie Harfst ,Electronics Division Chair
Teacher---Janice Owens, Business Education
Teacher---Al Besserman, Mathematics
Teacher---Janice Bradbury, English

Malta Schools

Principal---John Peterson
Counselor---Denise McLinden
Teacher-----Don Krug, Agriculture
Teacher-----Sue Augustine, Business Education

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2. Regional Steering Committee

Dr. John Patzwald
Superintendent
DeKalb Schools
145 Fisk Avenue
DeKalb, Ill 60115

Don Rich
Superintendent
Sycamore Schools
245 W. Exchange Street
Sycamore, Ill 60178

Dr. John Ingalls
Superintendent
941 W. Main St.
Genoa-Kingston Schools
Genoa, Ill 60135

Larry Johansen
Associate Dean of Instruction
Kishwaukee College
Malta, Ill 60150

Dr. Norman Jenkins
President
Kishwaukee College
Malta, Ill 60150

Dr. Terry Tamblyn
Superintendent
Malta Schools
Malta, Ill 60150

Harvey Bos
Director
Mid-Valley Vocational Center
Maple Park, Ill 60151

Philip Colgan
Director
Indian Valley Vocational Center
Sandwich, Ill 60548

Larry Zitkus
Superintendent
Hiawatha Schools
Kirkland, Ill 60146

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3. Information Processing Curriculum Subcommittee

Jaci Harder
Business Education
DeKalb High School
Dekalb, Ill

Sharon Rote
Business Education
DeKalb High School
DeKalb, Ill

Joyce Kroll
Business Education
DeKalb High School
DeKalb, Ill

Sandy Jepson
Business Education
Sycamore High School
Sycamore, Ill

Jim Winterland
Business Education
Genoa-Kingston High School
Genoa, Ill

Julie Davies
Business Education
Genoa-Kingston High School
Genoa, Ill

Yvonne Doggett
Business Education
Hiawatha High School
Kirkland, Ill

Janice Owens
Business Education
Kishwaukee College
Malta, Ill

Janet DeVoe
Business Education
Indian Valley Vocational Center
Sandwich, Ill

Sheila Beckmeyer
Business Education
Mid-Valley Vocational Center
Maple Park, Ill

Pam Kuzlik
Business Education
Mid-VAlley Vocational Center
Maple Park, Ill

Sally Valette
Foreign Language Instructor
Sycamore High School
Sycamore, Ill

Claire Personette
Science Teacher
Hiawatha High School
Kirkland, Ill

Janice Bradbury
English
Kishwaukee College
Malta, Ill

Joe LoCascio
English
DeKalb High School
DeKalb, Illinois

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4. Principles of Technology / Electronics Subcommittee

Frank Rogers
Industrial Arts
DeKalb High School
DeKalb, Ill

Ron Maurer
Industrial Arts
Sycamore High School
Sycamore, Ill

John Moon
Industrial Arts
Genoa-Kingston High School
Genoa, Ill

Don Krug
Agriculture
Malta High School
Malta, Ill

Ernie Harfst
Vocational Education
Kishwaukee College
Malta, Ill

Larry Huck
Electronics
Mid-Valley Area Vocational Center
Maple Park, Ill

Wayne Way
Industrial Arts
Hiawatha High School
Kirkland, Ill

Cecelia Harder
Science
Hiawatha High School
Kirkland, Ill

Harvey Bos
Director
Mid-Valley Area Vocational Center
Maple Park, Ill

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5. Individualized Career Planning Group

Tom Smith
Associate Director
Northwestern Illinois Career Guidance Center
DeKalb, Ill

Don Clayberg
Counselor
Sycamore High School
Sycamore, Ill

Jeff Welcker
Counselor
Sycamore High School
Sycamore, Ill

Mike Shane
Computers
Genoa-Kingston High School
Genoa, Ill

Denise McLinden
Counselor
Malta High School
Malta, Ill

Bill Bansberg
Director, Guidance by Objectives Project
Illinois State Board of Education
DeKalb, Ill

Lee Fabri
Principal
Hiawatha High School
Kirkland, Ill

Terry McCoy
Counselor
DeKalb High School
DeKalb, Ill

Alan Robinson
Northern Illinois University

Julenne Davey
Counselor
Genoa-Kingston High School
Genoa, Ill

6. Board of Boards

DeKalb----------Jon Miller

Genoa-Kingston----------Sheila Larson

Indian Valley AVC-------Don Larson

Kirkland/Hiawatha-------David Firkins

Kishwaukee College------Edward Bosic

Malta----------Chester Palmer, DVM

Mid-Valley AVC----------Sandy Joseph

Sycamore----------Jules Dubois

7. Principals Committee

DeKalb----------Dr. Paul Leathem

Sycamore----------Dominic Marchiandro

Genoa-Kingston------Dave Burrows

Malta----------John Peterson

Hiawatha----------Lee Fabri

8. Home Economics Committee

Joanne Burrows
Home Economics
Genoa-Kingston High School
Genoa, Ill

Dawn Halverson
Home Economics
DeKalb High School
DeKalb, Ill

Marian Baker
Home Economics
Sycamore High School
Sycamore, Ill

Nancy Kroll
Home Economics
Sycamore High School
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Nora White
Home Economics
Kishwaukee College
Malta, Ill

Diane McNeilly
Home Economics
Kishwaukee College
Malta, Ill

Ruth Switzer
Home Economics
Hiawatha High School
Kirkland, Ill

9. Technical Math Committee

Ellen Baker
Math
Sycamore High School
Sycamore , Ill

Nancy Kroll
Home Economics
Sycamore High School
Sycamore, Ill

Helen Farley
Mathematics
DeKalb High School
DeKalb, Ill

Larry Johansen
Assoc. Dean on Instruction
Kishwaukee College
Malta, Ill

Jan Palmer
Math
Genoa Kingston High School
Genoa, Ill

Cecilia Harder
Math
Hiawatha High School
Kirkland, Ill

Marie Benson
Mathematics
Hiawatha High School
Kirkland, Ill

Pat French
Math
Malta High School
Malta, Ill

Harvey Bos
Director
Mid-Valley Avc
Maple Park, Ill

Jim Kunkel
Business Education
DeKalb High School
DeKalb, Ill

Alan Robinson
Northern Illinois University

10. Satellite DISH Inservice Committee

Christa Even
Media Director
DeKalb High School
DeKalb, Ill

Phil Colgan
Director
Indian Valley AVC
Sandwich, Ill

Jim Nies
Graphic Arts Department
DeKalb High School
DeKalb, Ill

Dawn Halverson
Home Economics
DeKalb High School
DeKalb, Illinois

Sally Valette
Foreign Language Dept.
Sycamore High School
Sycamore, Ill

Ellen White
Media
Malta High School
Malta, Ill

Wayne Way
Industrial Arts
Hiawatha High School
Kirkland, Ill

Judy Jamison
Library
Genoa Kingston High School
Genoa, Ill

Mary Kay O"Grady
Library
Genoa Kingston High School
Genoa, Ill

Hassan Rastegar
Media Specialist
Kishwaukee College
Malta, Ill

Dale Froelich
Media
Mid-VAlley AVC
Maple Park, Ill

11. Technical Writing Committee

Joe LoCascio
English
DeKalb High School
DeKalb, Ill

Judy Ash
English
Genoa Kingston High School
Genoa, Ill

David Anderson
Industrial Arts
Genoa Kingston High School
Genoa, Ill

Connie Wonder
English
Hiawatha High School
Kirkalnd, Ill

Richard Krull
English
Malta High School
MAlta, Ill

Claire Bogle
Library
Malta High School
Malta, Ill

Diane Kittleson
English
Sycamore High School
Sycamore, Ill

Paul Leathem
Principal
DeKalb High School
DeKalb, Ill

Dave Burrows
Principal
Genoa-Kingston High School
Genoa, Ill

Phil Colgan
Director
Indian Valley AVC
Sandwich, Ill

Harvey Bos
Director
Mid-Valley AVC
Maple Park, Ill

Sharon Rote
Business Education
DeKalb High School
DeKalb, Ill

Joyce Kroll
Business Education
DeKalb High School
DeKalb, Ill

Larry Johansen
Dean
Kishwaukee College
Malta, Ill

Doris Piatek
English
Kishwaukee College
Malta, Ill

Gary Dinges
Industrial Arts
Sycamore High School
Sycamore, Ill

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E. Major accomplishments and significant findings of the Project.

1. List approved project goals and objectives and events which led toward the attainment of these goals. Also listed are any dissemination and staff devlopment efforts that have occured in relationship to those goals and objectives.

Goal 1

Continue consortium development to address issues of planning and delivery of educational programming

The Center for New Technology is a consortium of five secondary schools, two area vocational centers, and one junior college which have functioned together to achieve project goals. The respective superintendents , college president, and area center directors met monthly and made policy decisions culminating in numerous recommendations and subcommittees which have been established during the year. Specific calendars were developed for individual subcommittees to meet the needs and demands of the individual committees and the individuals involved. A set of operational guidelines was also developed (see Appendix) to allow for the smooth functioning of the regional steering committee. The following list of groups and their meeting dates shows the structure and the progress of the consortium.

Regional Steering Committee--------Once a month, fourth Wed of the month.

Board of Boards----------Invited to major events planned during the year.

Faculty Interdisciplinary Committee------Bi-annually meetings

Information Processing Comm.-----Summer workshop , one week. Bi monthly meetings during the school year.

Principles of Technology/Electronics----Monthly meetings, one week summer workshop June 1985.

Satellite DISH Inservice Comm---------Monthly Meetings

Principals Comm--------Monthly meetings, 2nd Tuesday of the month.

Technical Writing Comm.--------Four planning meetings

Technical Math Comm----------Three planning meetings.

Goal 2

Field test, refine , program, and implement a consortium-wide ICP to further articulate between comprehensive high schools, area vocational centers, and Kishwaukee College.

The Northwestern Illinois Career Guidance Center has assisted and cooperated in the development of the consortium-wide ICP format. Working closely with the Center for New Technology Education, the ICP was paper and pencil tested during the first semester of the school year. Refinement of the istrument continued throughout the school year with the counselors meeting on a bi-monthly basis to refine the instrument. A computerized version, one of the first such ICP's in the State will be available June 30, 1985. This version will be pilot tested in consortium schools. The ICP completed at this point in time is the freshman ICP. During the upcoming school year the ICP for sophmore, junior, and senior year will be completed. Given the close developmental ties with the local community college, the ICP will act as a vertical and horizontal articulation mechanism between conosrtium schools.

Goal 3

Continue consortium articulation through identification of common goals submitted with the 1 and 5 year Plans.

Common goals have been identified and included in 1 and 5 year plans by all comprehensive high schools.

Goal 4

Manage a conosrtium wide staff development program supported through ISBE-DAVTE Quality Assistance Plan funds, Eastern Illinois University, Center for New Technology Education, business and industry, and other sources.

Major Components of Staff In-Service

Principles of Technology/Electronics Subcommittee

November---Visitation to SAC and JoDavies Area Vocational Center to observe Principles of Technology Program.
December---Visit to Belvidere Crysler Plant
March and May---Presentations and inservice by Charlie Endress and Dan Harms about the Principles of Technology Program.

Information Processing Subcommittee

August--One week inservice by Marilyn Popyk, Lloyd Thompson, and Gail Modlin
Sept---Inservice Lltod Thompson on Word Processing
Jan--Workshop Hought-Miffin publishers
Feb--Inservice on Instruction materials from Nancy Ruckus (Information Processing)
Work with state planning group by two teachers

General Faculty Inservice Opportunities

Video Teleconference---November 1984
Regional Planning Informational Meeting--November 1984
General Electric's Educators in Industry Program Summer 1985

Technical Writing Subcommittee
April 1985---Dr. Pennel--Topic , "How to incorporate writing into all curriculums."

Technical Math Subcommittee
May 1985---Dr. Alan Robinson facilitator group process for developing a technical math course

Principals Subcommittee
Jan 1985--Trip to Belvidere Chrysler Plant

Satellite DISH Inservice Comm
April 1985---Trip to CLeveland, Wisc to visit Lakeshore Technical Institute to view new and emerging technologies to deliever educational programs. Technologies viewed include satellite television, and interactive video. Twenty consortium school members including superintendents, pricipals and teachers made the trip to Cleveland Wisconsin.

Teachers from consortium schools have also participated in numerous state curriculum development projects in the areas of information processing , home economics , and Principles of Technology.

Goal 5

Using labor market information, continue to develop competency-based curriculum in the information processing and electronics area.

The information processing committee has continued to meet during the year and with the help of consultants from the Competency Based Education project have completed a task listing, objectives and learning guides in the area of Word Processing (see Appendix).

Labor market data has been continually used to insure the rleativeness and appropriateness of such curriculum dvelopment. Instructors have also recieved numerous inservice opportunities to acquaint them with equipment that has been purchased with conosrtium funds.

Goal 6

Expand emphasis on the long-term academic/vocational interrelationships by working with consortium schools to develop core curriculum components that are relevant for students entering post secondary educational opportunities or immediate employment.

Joint efforts between vocational and academic instructors were ecouraged and implemented. This effort has been incorporated into the Information Processing Subcommittee, Principles of Technology Subcommitte, Technical Writing and Technical Math course. The Technical Math Subcommittee has begun work on the development of a second year math course that would be concern itself with practical math applications. In-service opportunities have been provided and structured to encourage participation by acacdemic and vocational area teachers.

The General Electric Foundation's Educators-in -Industry program, operated by the Center for New Technology Education, in collaboration with Northern Illinois University , was opened and attended by both vocational and academic faculties. This shadowing experience in industry has proven a model program for staff renewal.

The Satellite DISH project has also offered the opportunity for involvement of vocational and academic staff members to recieve inservice and utlize the Satellite Dish to improve instruction.

The Regional Steering Committee has been very supportive of efforts to involve cross-disciplinary planning and committee work.

Goal 7

Investigate the Principles of Technology program at SACC to determine its appropriateness for consortium schools; and explore computer utilization for instructional purposes.

The Principles of Technology Subcommittee has worked very closely with Charlie Endress from Sacc and Dan Harms from Jo Davies to develop and refine a working curriculum. Mr. Endress will be providing a workshop for the four instructors who will be teaching the course in the fall during the month of June 1985. Instructional materials have been shared between all schools particpating in the Principals of Technology program. This program will be offered in four consortium schools next fall. Malta High School offered the program this semester(Spring 1985) offering science credit for the course taught by an agriculture instructor. Approx twenty students were enrolled in this pilot project.

The use of computers in all academic and vocational areas has been investigated during the schools year in all subcommittee meetings during the school year.

Goal 8

Continue JTPA cooperation and coordination to expand resources and services to JTPA-eligible students in conosrtium schools and build a foundation for JTPA participation in regional vocational program delivery.

In seeking continued consortium development , the Center for New Technology Education, jointly worked with the JTPA program to deliver job training programs and opporunities. This provided the opportunity to increase contact with schools, and offer services to an heretofore under served sub-population. Regional systems of communication and delivery were also explored.

Goal 9

Continue community utilization for staff development , curriculum development , and educational program delivery.

Community validation committees have been established as needed to validate task lists and curriculum development efforts. The Regional Advisory Committee was not resestablished during the school year since most curriculum efforts are in the early devlopmental stages. Individual schools continue to work with advisory councils in the five vocational areas so that imput is given from business and industry into course design and delivery.

The Educators-in-Industry program provides a vital link between industry and education. This program provides and opportunity for educators to visit industry, talk to business professionals, job shadowing and gaining knowledge and skills in areas that are not provided in the classroom.

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Publicity

A monthly newsletter was distributed to all individuals involved with the Center for New Technology for Education to provide information about consortium happenings and inform them of recent information about new and emerging technologies (see Appendix for example of newsletter).

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f. Problems

Minor problems that occurred during the year did not result in any discrepancies in goal accomplishment.

Statement of Impact: (The final Report must provide an update/revision of the last Progress Report's Statement of Impact. In addition, any evidence of impact, as perceived by the project staff, should be reported including direct, indirect, intended or unintended consequences. Examples of evidence include evaluations of products or workshops, feedback from advisory groups, teachers or students, or observations by project staff.)

The third quarter impact statement remains valid. A consortium of secondary, area vocational centers and a junior college have continued to work together to achieve common goals and objectives. Indications of continued cooperation include: (1) the Regional Steering Committee has become a formal governing association that has met on a monthly basis, (2) the curriculum development teams have produced excellent products that can be utilized all teachers, (3) the ICP development team has completed a freshman computerized ICP, one of the first in the state, (4) the innovative and informative Principles of Technology program willbe offered in four consortium schools in the Fall of 1985, (5) the Principles of Technology program was pilot tested at Malta high school and considered successful by all evaluations, (6) staff development activities for teachers and administrators have continued to be successful and meaningful.

i. Conclusions and Recommendations: (Concerning this activity, list conclusions and recommendations and suggestions for possible future activities of a similar nature. Also include recommendations for post-funding dissemination of primary outputs--who and how.

Conclusions

(1). Schools have found a common ground for sharing and cooperating together in staff development, resource sharing, given resources and time for adequate planning.

(2). Articulation between comprehensive high schools, area vocational centers and community colleges can be achieved once a structure and process is established to do so. Expanded educational opportunities for students will result.

(3). Technology can be utilized to achieve improved program delivery.

(4). Integration of traditional academic areas and vocational areas can greatly enhance the educational program at any school.

Recommendations

(1). Expand linkages with business.

(2). Continue developmental efforts with Education for Employment sites to develop technology programs.

(3). Expand the use of needs assessment instruments with faculty, students and industry.

(4). Continue dissemination efforts in an organized and rational manner that will contribute to educational programs.

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APPENDIX

SHAMROCK SHENANIGANS

March 1985 Newsletter

CENTER FOR NEW TECHNOLOGY EDUCATION

THE DISH IS COMING!!!!!

During the next month, scattered about the countryside in our Consortium area, satellite dishes will become visible on high school campuses.

The need to expand and improve the quality and quantity of secondary education has been documented by reports from several studies and commissions during the past year. There is especially a need to expand and improve the range of learning experiences with current, relevant, and meaningful knowledge and materials.

The use of satellite television receivers in schools would appear to have much potential for expanding and improving the educational offerings of our schools. This technology will be available in all eight consortium schools.

A committee meeting in the past few months has been making plans for in-service opportunities to inform faculty members about mechanics of using the dish, uses of the satellite programs, and incorporating such programs within individual curricula.

Members of the in-service planning committee include Christa Even, Jim Nies, and Dawn Halverson, DeKalb; Sally Valette, Sycamore; Ellen White, Malta; Wayne Way, Hiawatha; Judy Jamison and Mary Kay O'Grady, Genoa-Kingston; Hassan Rastegar, Kishwaukee College; Dale Froelich, Mid-Valley AVC; and Phil Colgan, Indian Valley AVC, representing the consortium schools.

Dr. Peter West of Northern Illinois University has also worked closely with this committee and will be leading the in-service workshops.

More workshop information will be available after March 15. The entire project is supported by Illinois State Board of Education funding.

* * * * * *

MARCH AND APRIL CONSORTIUM MEETINGS

March 4 - ICP Committee Meeting
March 19 - Principals Meeting
March 26 - Belvidere Chrysler Plant Tour for Administrators
March 28 - Electronics Com. Meeting
March 29 - Writing Com. Meeting (tentative date)
April 10 - Information Processing Committee Meeting
April 11 - Practical Math Conference, Univ. of Wis., Stout, WI
April 16 - Principals Meeting
April 30 - Math Committee Meeting (tentative date)

* * * * * *

A tip of the Irish hat to Larry Johansen of Kishwaukee College for suggesting the title of our March newsletter. Thanks, Larry!!

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NEW PRODUCTS TO MAKE OUR LIVES EASIER

Micro Diary, a telephone dialing appointment notebook for Apple, IBM, and Commodore computers, stores up to 2000 names, phone numbers, addresses, and other information.

To access phone numbers, the user enters partial names and the program finds all names with those letters. The program can search for members of certain groups, such as the Little League, and a single keystroke lets the user dial phone numbers, including long-distance access codes, for voice communications.

It also includes a flexible routine for printing directories, notes, a calendar, and mailing labels. The $50 Micro Diary software package can be used with most auto-dialing modems or with the companion FCC-approved, $65 telephone interface unit (available for Apple and Commodore machines only). Expertel, Inc., 9669 Distribution Ave., San Diego, CA 92121; (619) 277-5382.

* * * * * * *

Compu-Aid, designed for the IBM PC, is a database of emergency first-aid procedures. The program can be used as a reference in an actual emergency or as a tutorial for the first-aid student.

It covers major and minor injuries and illnesses and provides detailed, easy-to-follow instructions for emergency first-aid treatment. (Compu-Aid is not meant to replace professional medical treatment.

The $39.95 program is available from Pergasus Data Systems, P.O. Box 201, Cedar Park, TX 78613; (512) 331-1868.

John Cassani, Director
Barbara K. Dopp, Coordinator
Center for New Technology Education

Illinois State Board of Education

The Center is one of eight Education for Technology Employment Development sites sponsored by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education. Opinions expressed herein are not necessarily those of the Illinois State Board of Education.

ACCORDING TO VOCATIONAL COUNSELING SUMMARY...

Business and industry expect the educational system to provide them with entry-level personnel who possess skills that will contribute to corporate goals.

Denis A. Jungle, M. Harry Daniels, and Joseph A. Karmos with the Department of Guidance and Educational Psychology, Southern Illinois University at Carbondale, conducted a survey to determine the perceptions of business and industry regarding the important specific skills for successful employment and the actual competence in the skills of entry-level employees with secondary educations.

The three researchers found that reasoning skills were regarded as important requirements for successful employment, but there were wide discrepancies between these requirements and the perceptions of actual competencies. Most significant was the ability to identify problems and subsequently to propose and evaluate ways to solve them. Other reasoning skills included distinguishing fact and opinion and drawing reasonable conclusions from sources of information. (*Vocational Guidance Quarterly*, Dec. 1984)

* * * * * * * *

The National Center for Research in Vocational Education studied the influence of high school curriculum on three indicators of economic productivity -- wage rates, earnings, and months of employment. The study discovered that vocational courses have a strong effect on success in the labor market.

Non-college-bound students who enjoyed the highest wage rates, earnings, and months of employment took a substantial number of vocational and academic courses in their last three years of high school. Good grades in vocational courses have a positive effect on the three indicators of economic productivity. The greatest impact on men's wage rates and earnings came from A's and B's in trade, technical or other vocational education courses. Overall grade point had the greatest impact on women's labor market success. (*Voc Ed*, Jan./Feb., 1985)

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OPERATIONAL GUIDELINES

Regional Steering Committee

Center for New Technology Education

The following guidelines shall be followed in the organization, operation, and review of the Regional Steering Committee:

I. Organization of the Committee

A. Membership

1. The Committee will consist of eight voting members who are representatives of the following institutions:

a. Kishwaukee College
b. DeKalb High School
c. Sycamore High School
d. Genoa-Kingston High School
e. Hiawatha High School
f. Malta High School
g. Mid-Valley Area Vocational Center
h. Indian Valley Vocational Center

II. Operation of the Committee

A. The Committee may appoint subcommittees as needed. Some of these may be continuing committees; some may be temporary or ad hoc committees to deal with special problems or items transitory in nature. Subcommittees may include members of the committee, other lay persons, members of the staffs of districts represented, or others as designated by the Committee.

B. Action items will be voted upon in a parliamentary manner. The actions of the Committee, when not agreed upon by consensus, will be determined by a majority vote of those present and voting. Each school represented will have one vote.

C. Minutes of the meetings of the Committee will be sent to all Committee members. Official minutes will be maintained.

III. Meetings

A. Meetings will be held on the fourth Wednesday of each month, unless otherwise specified. Meetings will begin at 7 a.m.

B. Special meetings may be called at the discretion of the Committee.

C. Discussion leading toward a consensus of the members will be the prevailing procedure in Committee meetings. Parliamentary procedure will be used when a decision of the Committee is to be recorded or transmitted.

IV. Responsibilities of Members

A. Any participating member is expected to study carefully any problem which comes before the Committee before committing him/herself to a final conclusion.

B. Each member is expected to respect the rights of fellow Committee members by not reporting or discussing the opinions of members outside the Committee. The opinions and conclusions of the Committee as a whole may be discussed.

C. In order to expedite discussion and provide a continuum of understanding, it is expected that the same individual will represent the organization throughout the school year.

Status of

INFORMATION PROCESSING CURRICULUM

for

Regional Delivery System

DeKalb E.T.E.

as of May 13, 1985

I. Completed Task List

II. Completed Behavioral Objectives

III. Learning Activities and Evaluation Instruments (Draft Form)

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OPERATE WORD PROCESSING EQUIPMENT

I. Identify and Operate Word Processing Equipment
   A. Identify Components of the System
      Start Up System
      Create a Document Using Defaults
      Save a Document
      Retrieve a Document
      Shut Down System
   B. Print a Document
   C. Demonstrate Basic Editing Techniques
      Checklist:
      1. Insert
      2. Delete
      3. Backspace/erase
      4. Replace
      5. Cursor movement

   D. Demonstrate Advanced Editing Techniques
      Checklist:
      1. Move blocks of text
      2. Search/replace
      3. Copy text within document
      4. Copy text from one document to another

II. Format Documents
   A. Change document format
   B. Modify format for part of document
   C. Re-modify format for part of document
   D. Use centering code
   E. Use special tab features
   F. Use column layout feature
   G. Use columnar text function
   H. Justify right margin
   I. Change character height/width and style
   J. Use header/footer feature
   K. Use pagination feature
      1. Manual
      2. Automatic
   L. Use advanced pagination features
      1. Protected page breaks
      2. Protected text breaks
   M. Use formating ruler
   N. Use print commands
      1. Underscore
      2. Boldface
      3. Superscripts
      4. Subscripts
      5. Special character construction
   O. Change print style on printer

III. Use system directory
   A. Display directory
   B. Print directory

IV. Manage documents
   A. Copy documents
   B. Delete Documents
   C. Rename documents

V. Use the dictionary feature
   A. Check spelling
   B. Check hyphenation

VI. Use the merge feature to prepare repetitive documents

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MACHINE TRANSCRIPTION

PREREQUISITE:

Available Standards of Keyboarding Skills
A. Review Proofreader's Marks
B. Review Correction Procedures
C. Review Use of Reference Materials and Manuals

I. Operate the transcribing machine
A. Equipment Operations
B. Work Station Organization
C. Transcription of Words
D. Transcription of Sentences
E. Transcription of Paragraphs

II. Transcription

A. transcribe letters
B. transcribe interoffice memos
C. transcribe reports

III. Dictation Skills

A. plan, in outline form, correspondence for a specific situation.
B. dictate the planned material from task A into recording equipment, using a clear voice and clear instructions.

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FORMAT AND KEYBOARD:

A. Inverse Notes
B. Postcards
C. Alphabetic and Geographic Cards
D. Mailing Labels
E. Memorandums
F. Block Letter
G. Semi-Block Letter
H. Simplified Letter
I. Letter with open or mixed punctuation
J. Letter with special parts (attention line, subject line, enclosure notation, photo notation, postscript
K. Envelopes
L. Manuscripts
M. Outline
N. Minutes (Committee Reports)
O. News Releases
P. Agenda
Q. Itinerary
R. Programs
S. Business Forms with lines and tab stops
T. Data Sheets
U. Columnar Copy
V. Legal Documents
W. Technical Reports

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[illegible]

[illegible]

[illegible] correction [illegible] using correction supplies, such as correction fluid, correction tape, and [illegible]

F. Make corrections using the correction key on a typewriter, tape in machine), spreading and crowding, and spreading and crowding using a half-space key, and reinsert and align copy and correct errors.

G. Determine the appropriate correction technique for various situations.

PROOFREAD DOCUMENTS

A. Identify proofreader marks

B. Insert proofreader marks to identify errors

Evaluation:

1. Typographical
2. Capitalization
3. Punctuation
4. Spelling
5. Word division
6. Numeric usage
7. Grammar
8. Verification of facts
9. Use of dictionary
10. Use of secretarial handbook
11. Use of zip code directory
12. Use of telephone directory

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KEYBOARDING

I. Operate Electric Typewriter
   A. use correct keystroking techniques for home row position.

   B. use correct keystroking techniques for all alpha keys

   C. use correct keystroking techniques for the numeric keys

   D. use correct keystroking techniques for the special symbol keys

II. Operate Computer Keyboard

   A. use correct keystroking techniques for home row position.

   B. use correct keystroking techniques for all alphabetic keys

   C. use correct keystroking techniques for the numeric keys

   D. use correct keystroking techniques for the special symbol keys

III. Operate 10-Key Numeric Pad

TO BE INCLUDED IN THE PERFORMANCE TECHNIQUE CHECKLIST FOR EACH TASK:

1. Organize work station
2. Posture
3. Keystroking-home row, space bar, return
4. Machine operation

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WORD PROCESSING

I. Operate word processing equipment

A. Given a workstation and necessary supplies

you will identify components of the system; start up the system; create, save, and retrieve a document; and shut down the system.

You must score 80% on a written exam and 100% on a performance checklist.

B. Given a workstation including a printer and necessary supplies

you will give the necessary commands to have the system print a previously stored document.

You must score 100% on a performance checklist.

C. Given a workstation and necessary supplies

you will insert copy, delete copy, replace copy, use the backspace/erase function, display command codes, and use the cursor movement keys.

You must score 100% on a performance checklist.

D. Given a workstation and necessary supplies

you will move blocks of text, use the search/replace function, copy text within a document, and copy text from one document to another.

You must score 100% on a performance checklist.

II. Format Documents

A. Given a workstation and necessary supplies

you will change a document format.

Checklist: You will change the system defaults for left and right margin, top and bottom margin, change tab stops, and change paper size and line spacing.

You must score 100% on a performance checklist.

B. Given a workstation and necessary supplies

you will modify the format for a section of a document. Checklist: including tab stops, margins, and line spacing.

You must score 100% on a performance checklist.

C. Given a workstation and necessary supplies

you will remodify the formerly made format changes for a section of a document.

You must score 100% on a performance checklist.

D. Given a workstation and necessary supplies

you will use the centering command code to center a title at the top of a page and to center heading over columns.

You must score 100% on a performance checklist.

E. Given a workstation and necessary supplies

you will use special tab functions, including the decimal, right flush, center, and comma tabs, including alphabetic and numeric data.

You must score 100% on a performance checklist.

F. Given a workstation and necessary supplies

you will use the column layout function to prepare a three-column table.

You must score 100% on a performance checklist.

G. Given a workstation and necessary supplies

you will use the columnar text feature to prepare aligned columns of text.

You must score 100% on a performance checklist.

H. Given a workstation and necessary supplies

you will change the document format to justify the right margin.

You must score 100% on a performance checklist.

I. Given a workstation and necessary supplies

you will change the character height/width and style, including the printwheel to reflect the pitch and style selected.

You must score 100% on a performance checklist.

J. Given a workstation and necessary supplies

you will use the header/footer function.

You must score 100% on a performance checklist.

K. Given a workstation and necessary supplies

you will use the pagination function.

You must score 100% on a performance checklist.

L. Given a workstation and necessary supplies

you will use the advanced pagination features. Checklist: manual page break code, the protected page break code, and the protected text break codes.

You must score 100% on a performance checklist.

M. Given a workstation and necessary supplies

you will use the formatting ruler to determine appropriate formattting instructions for the completion of preprinted forms.

You must score 100% on a performance checklist.

N. Given a workstation and necessary supplies

you will use print commands. Checklist: including the underscore, boldface, subscripts, superscripts, and special character construction.

You must score 100% on a performance checklist.

O. Given a printer, you will change the print wheel

III.

A. Given a workstation and necessary supplies

you will display the directory on the screen

You must score 100% on a performance checklist.

B. Given a workstation and necessary supplies

you will obtain a hard copy of the directory

You must score 100% on a performance checklist.

IV. Given a workstation and necessary supplies

you will copy, delete, and rename documents.

You must score 100% on a performance checklist.

V. Given a workstation and necessary supplies

you will use the dictionary feature. Checklist: including the checking of spelling and hyphenation.

You must score 100% on a performance checklist.

VI. Given a workstation and necessary supplies

you will use the merge feature to prepare repetitive documents.

You must score 100% on a performance checklist.

MACHINE TRANSCRIPTION OBJECTIVES

I. MACHINE OPERATION

Given a transcribing machine, keyboard, work station, dictated material and necessary supplies

Prerequisite: Knowledge of proofreader's marks, correction procedures, reference materials and manuals.

You will operate the transcription machine.
You will score 95% on a performance checklist.

II. TRANSCRIBE DOCUMENTS

A. Given a transcribing machine, keyboard, work station dictated material and necessary supplies

You will transcribe letters.
You will produce, within 20 minutes, a mailable letter with 100% accuracy on a product checklist.
(approx. 150 words, common business language)

B. Given a transcribing machine, keyboard, work station dictated material and necessary supplies

You will transcribe interoffice memos
You will produce, within 10 minutes, a mailable memo with 100% accuracy on a product checklist.
(approx. 75 words, common business language)

C. Given a transcribing machine, keyboard, work station dictated material and necessary supplies

You will transcribe reports.
You will produce, within 30 minutes, a report at 100% accuracy on a product checklist.
(two-page, double-spaced, common business language)

III. DICTATION SKILLS

A. Given a work-related situation, work station and necessary supplies

You will prepare an outline of correspondence
You will score 90% on a product checklist

B. Given a dictating machine, work station, planned outline, and necessary supplies

You will produce a tape generated from the outline in Task A.

Checklist: clear voice
clear instructions

FORMAT AND KEYBOARD BUSINESS DOCUMENTS

GIVEN: A work station, copy to keyboard, and necessary supplies.
YOU WILL: Format and keyboard Informal Note
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy to keyboard, and necessary supplies.
YOU WILL: Format and keyboard Post Cards
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Alphabetic & Geographic Cards
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Mailing Labels
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Memorandums
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Block Letter
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Semi-Block Letter
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Simplified Letter
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Letter with Open or mixed Punctuation
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Letter with Special Parts
(1) Attention Line,
(2) Subject Line,
(3) Enclosure Notation,
(4) Photo Notation,
(5) Post Script

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HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Envelopes
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Manuscripts
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Outline
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Minutes (Committee Report)
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard News Release
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Agenda
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Itinerary
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Program
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Business Forms with Lines or Tab Stops
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Data Sheet
HOW WELL: You must score 80% corrected to 100% on a product checklist.

GIVEN: A work station, copy, and necessary supplies
YOU WILL: Format and keyboard Columnar Copy

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MAKING CORRECTIONS

A. Given a typewriter, work station, copy to type and necessary supplies including an eraser, correction, fluid, and correction tape

You will make corrections using correction supplies.

You will score 100% on a performance checklist/product.

B. Given a typewriter, work station, copy to type and necessary supplies:

You will make corrections using correction supplies.

You will score 100% on a performance checklist/product.

C. Given a typewriter, work station, copy to type and necessary supplies:

You will identify and use the proper correction technique/supply for selected situations.

You will score 100% on a product checklist.

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PROOFREAD DOCUMENTS

I.

GIVEN: Copy to proofread and reference materials

YOU WILL: Identify proofread marks

HOW WELL: You must score 80% in a written test

II.

GIVEN: Copy to proofread, necessary supplies, and reference materials

YOU WILL: Insert proofreader marks to identify errors.

CHECKLIST:

A. Typographical
B. Capitalization
C. Punctuation
D. Spelling
E. Word Division
F. Numeric Usage
G. Grammar
H. Verification of facts
I. Dictionary
J. Secretarial handbook
K. Zip code directory
L. Telephone directory

HOW WELL: You must score 80% on a product checklist.

I. OPERATE ELECTRIC TYPEWRITER

A. Given an electric typewriter, work station, copy to type and necessary supplies:

You will use correct keystroking techniques for the home row.
You must score 80% in a performance technique checklist.

B. Given an electric typewriter, work station, copy to type and necessary supplies:

You will use correct keystroking techniques for alpha keys.
You must score 80% on a performance technique checklist and 80% on a written test.

C. Given an electric typewriter, work station, copy to type and necessary supplies:

You will use correct keystroking techniques for numeric keys.

You must score 80% in a performance technique checklist.

D. Given an electric typewriter, work station, copy to type and necessary supplies:

You will use correct keystroking techniques for special symbols.

You must score 80% on a performance technique checklist.

II. OPERATE COMPUTER KEYBOARD

A. Given a computer terminal, work station, copy to keyboard and necessary supplies:

You will use correct keystroking techniques for the home row.
You will score 80% on a performance checklist.

B. Given a computer terminal, work station, copy to keyboard and necessary supplies:

You will use correct keystroking techniques for alpha keys.

You will score 80% on a performance checklist and 80%

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on a written test.

C. Given a computer terminal, work station, copy to keyboard and necessary supplies:

You will use correct keystroking techniques for numeric keys.
You will score 80% in a performance checklist.

D. Given a computer terminal, work station, copy to keyboard and necessary supplies:

You will use correct keystroking techniques for special symbols.
You must score 80% on a performance technique checklist.

III. OPERATE 10-KEY NUMERIC PAD

Given a 10-key numeric pad, work station, copy to keyboard and necessary supplies:

You will use correct keystroking techniques.
You will score 80% on a performance checklist.

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I. A. Task: Identify components of the system.

Purpose: To provide a strong basis for basic operation of a word processor.

Objectives: Given a workstation and necessary supplies, you will identify components of the system; start up the system, create, save, and retrieve a document; and shut down a system. You must score 100% on a performance checklist.

Learning Steps

(Page numbers refer to "Working Your Way Through WordStar," Sally Graham, South-Western Publishing, 1985.

1. Identify components of the system by referring to pages 2-3.
2. Read instruction sheet on how to start up system.
3. Start up system.
4. Using copy supplied by teacher, create a document using defaults. (p.23).
5. Refer to reference material for procedure on saving a document. (pp. 24-25).
6. Save the document created in step 4.
7. Refer to teachers handout or specified reference pages on how to retrieve a document. (pp. 19-21).
8. Retrieve the document you saved in step 6.
9. Read instruction sheet on how to shut-down a system.
10. Shut down the system.
11. Refer to performance checklist.

Performance Checklist.

	Yes	No
1. Identify the following components of the system:		
Keyboard	_____	
Printer	_____	
Disk drives	_____	
Monitor	_____	
2. Demonstrate how to start up the system.	_____	
3. Demonstrate how to retrieve a saved document.	_____	
4. Demonstrate how to shut-down the system.	_____	

Points Necessary ____
Points Earned ____
Total Possible Points ____

I. B. Task: Print a document.

Purpose: This will enable students to print a mailable copy of a document created.

Objective: Given a workstation including a printer and necessary supplies, you will give the necessary commands to have the system print a previously stored document. YOu must score 100% on a performance checklist.

Learning Steps

1. Start up the system.
2. Retrieve previously stored document.
3. Refer to reference pages 34 for printing procedures.
4. Print the stored document.
5. Refer to performance checklist.

Performance Checklist

1. Demonstrate how to: print a document.
2. Demonstrate how to remove paper.
3. Demonstrate how to re-align paper in printer.

I. C. Task: Demonstrate basic editing techniques

Purpose: This will enable a student to edit or copy to create a mailable document.

Objectives: Given a workstation and necessary supplies, you will insert copy, delete copy, replace copy, use the backspace/erase function, display command codes, and use the cursor movement keys. You must score 100% on a performance checklist.

Learning Steps

1. Refer to screen menu for cursor movement vertically and horizontally. (pp. 31-34).
2. Retrieve previously stored document.
3. Practice cursor movement.
4. Contact your instructor and demonstrate cursor movement.
5. Locate backspace key.
6. Use the backspace/erase procedure, remove a word and replace it with a similar word. (p. 40).
7. Contact your instructor and demonstrate backspace/erase procedure.
8. Refer to reference pages and/or screen menu for insert procedure (pp.39-40).
9. Given material provided by the teacher, use insert procedure to make changes in your document.
10. Contact your instructor and demonstrate insert procedures.
11. Refer to reference pages and/or screen menu for delete procedures(pp.39-40).
12. Given material provided by teacher, use delete procedure to make changes in your document.
13. Contact your instructor and demonstrate delete procedure.
14. Refer to performance checklist.

Performance Checklist

1. Demonstrate cursor movement.
2. Demonstrate backspace/erase/replace procedure.
3. Demonstrate insert procedure.
4. Demonstrate delete procedure.

I. D. Task: Demonstrate Advanced Editing Techniques.

Purpose: This will enable a student to sue advanced editing techniques to produce a mailable document.

Objectives: Given a workstation and necessary supplies, you will move blocks of text, use the search/replace function, copy text within a document, and copy text from one document to another. You must score 100% on a performance checklist.

Learning Steps

1. Retrieve previously stored document.
2. Refer to reference pages on moving blocks of text. (p. 149).
3. Practice moving blocks of text using handout supplied by teacher.
4. Contact instructor and demonstrate how to move blocks of text.
5. Refer to reference pages on search/replace procedures. (pp. 117-123, and 129-136).
6. Using handout provided by teacher, practice search/replace procedure.
7. Contact instructor and demonstrate search/replace procedure.
8. Refer to reference pages on copy text within a document. (p. 150).
9. Using handout provided by teacher, practice copying text within a document.
10. Contact instructor and demonstrate copying text within a document.
11. Refer to reference pages on copying text from one document to another. (p. 151).
12. Using materials provided by the teacher, practice copying text from one document to another.
13. Contact teacher and demonstrate copying text from one copy to another.
14. Refer to performance checklist.

Performance Checklist

Given materials provided by teacher,

1. Demonstrate how to move blocks of text.
2. Demonstrate how to search and replace.
3. Demonstrate how to copy text within a document.
4. Demonstrate how to copy text from one document to another.

II. A. Task: Change document format from standard defaults.

Purpose: To change the left, right, top, and bottom margins, change tab stops, change paper size, and line spacing.

Objective: Given computer terminal, workstation, copy to input, you will use correct commands to change document format. You must score 100% on a performance checklist.

Learning Steps

1. Read page 5 of text, Working Your Way Through Wordstar on system defaults.
2. Read pages 63-67 of text on margins.
3. Complete exercise on pages 70 and 71 of text. Check answers with your instructor.
4. Input exercise on page 72 of text. Contact instructor for product check.
5. Read pages 73-76 in text on tabulation.
6. Complete exercise on page 79 in text. Check answers with your instructor.
7. Input exercise on page 80 of text. Contact instructor for product check.
8. Read pages 55-56 in text on vertical page setup.
9. Read pages 93-94 through Figure 11.2. on line spacing.
10. Change vertical page setup to 33 and line spacing to 2 in exercise on page 72 of text.
11. Refer to product checklist.

III. A. Task: Display File Directory

Purpose: This will enable students to have a list of file names for reference use.

Objectives: Given workstation and necessary supplies, you will display the directory on the screen. You must score 100% on a performance checklist:

Learning Steps

1. Using Screen menu, display file directory.

2. Using Screen menu, turn off file directory.
3. Refer to performance checklist.

Performance Checklist

1. Display file directory for instructor.

2. Turn file directory off.

III. B. Task: Print file directory.

Purpose: This will enable students to print a copy of the file directory for reference use.

Objectives: Given a workstation and necessary supplies, you will obtain a hard copy of the directory. You must score 100% on a performance checklist.

Learning Steps

1. Refer to reference pages on printing file directory. (p. 226).
2. Print the file directory.
3. Contact instructor to demonstrate printing of file directory.

Performance Checklist

1. Print the file directory.

IV. Task: Manage documents

Purpose: This will enable students to copy, delete, and rename files.

Objectives: Given a workstation and necessary supplies, you will copy, delete, and rename documents. You must score 100% on a performance checklist.

Learning Steps

1. Read reference pages on copying a file. (pp. 171-72).
2. Use a previously stored document and copy the file.
3. Read reference pages on deleting a file. (p. 173).
4. Delete the previously stored document.
5. Read reference pages on renaming documents. (p. 174).
6. Rename the newly copied file.
7. Refer to performance checklist.

Performance Checklist

1. Open a new file with material provided by teacher.
2. Copy the new file.
3. Delete the old file.
4. Rename the new file.

V. Task: Use the dictionary feature.

Purpose: This will enable students to check spelling and hyphenation errors for document mailability.

Objectives: Given a workstation and necessary supplies, you will use the dictionary feature.

Learning Steps

1. Refer to reference pages for instructions on checking spelling. (Wordstar Made Easy) (pp. 146-151).
2. Check a previously stored document for spelling and hyphenation errors.
3. Save the document.

Performance Checklist

1. Retrieve the stored document.
2. Demonstrate use of dictionary for instructor.
3. Correct and re-store document if errors are found.

VI. Task: Use the merge feature to prepare repetitive documents.

Purpose: This will enable students to use mail merge feature to prepare mailable, repetitive documents.

Objectives: Given a workstation and necessary supplies, you will use the merge feature to prepare repetitive documents. You must score 100% on a performance checklist.

Learning Steps

1. Read reference pages on how to use mail merge. (Wordstar Made Easy, pp. 115-119).

2. Complete exercises on page , or supplied by teacher. (pp. 120, 1 and 2).

3. Refer to performance checklist.

Performance Checklist

1. Using exercise supplied by teacher, complete mail merge exercise.

2. Print the exercise.

(We crossed out items VI (6) and VIII (8)).